

## **Grade Three**

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities. Students identify critical elements (isolated, small parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to health benefits. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class.

### **Skilled Movement**

- 3.1 The student will apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.
- a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
  - b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastics sequence).
  - c) Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
  - d) Perform educational gymnastic sequences with at least four non-manipulative movements.

### **Movement Principles and Concepts**

- 3.2 The student will apply movement principles in increasingly complex movement activities.
- a) Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills.
  - b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

### **Personal Fitness**

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

### **Responsible Behaviors**

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- a) Demonstrate independence and good use of time while practicing physical activity.
  - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
  - c) Work cooperatively with peers.

**Physically Active Lifestyle**

- 3.5 The student will identify and participate in regular physical activities to improve skills and personal health.
- a) Select and participate in physical activities during unscheduled times at home, at school, or in the community.
  - b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.